



Chacewater School LEAP Curriculum














Class: Red Oaks








Geography - How do volcanic eruptions and earthquakes affect humans and the Earth?

Term: Spring 1

L E A P

Sequence of Learning

Subject	Intent and links to previous learning	1	2	3	4	5	6	7	Outcome/Composite
Geography	Children will learn to understand and explain why volcanoes erupt and how they cause earthquakes. Link to previous learning about mountains.	What lies beneath the surface of the Earth? LF: to be able to understand the structure of the earth 	What happens when the Earth's plates meet? LF: to be able to name and label tectonic plates and explain what happens when the plates meet 	What is the structure of a volcano and how might you recognise this in a cross section? LF: to be able to explain the features and sections of a volcano 	What are some of the major volcanoes in Europe and North America? LF: to understand what the 'Ring of Fire' is and locate some of its major volcanoes in Europe and North America 	Why do people live on or near volcanoes? LF: to be able to explain some of the advantages and disadvantages of living near a volcano 	What is an earthquake? Where do earthquakes happen? LF: to be able to explain what an earthquake is and where they happen 	What is the significance of the San Andreas Fault on the landscape and people of California? LF: to be able to explain the significance of the San Andreas Fault on the landscape and people of California 	Children will understand why volcanoes erupt, describe and explain the key features and recognise the effects of an eruption. They will also be able to explain what an earthquake is and why they happen.
Science	Children will learn to; identify materials, whilst describing their properties and show understanding and be able to recognise reversible and irreversible changes. Links to previous learning: solids, liquids and gases	To be able to compare and group together everyday materials on the basis of their properties  (observe closely)	To know that some materials will dissolve in liquid to form a solution (make a prediction)	To plan a scientific enquiry to investigate factors, which affect the speed at which solids dissolve in water TAPS assessment - DISSOLVING  (plan an enquiry)	To use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving, evaporating and using a magnet (interpret results/draw conclusions)	To understand that some changes of state are reversible and some are irreversible. Can you identify and classify these reactions and changes into reversible and irreversible? Describe similarities and differences.  (observe closely)	To explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible How does the amount of bicarbonate of soda, washing up liquid and vinegar affect the reaction? (gather/record results) 		Children will be able to identify materials, whilst describing their properties and show understanding and be able to recognise reversible and irreversible changes.

Computing	Children will be learning to use physical computing to explore the concept of selection. Children will be introduced to a microcontroller and learn how to connect and program components.	To control a simple circuit connected to a computer	To write a program that includes count-controlled loops	To explain that a loop can stop when a condition is met	To explain that a loop can be used to repeatedly check whether a condition has been met	To design a physical project that includes selection			Children will be able to use physical computing to explore the concept of selection. Children will be introduced to a microcontroller and learn how to connect and program components.
Art 	How can we use monotype to make a creative response to poetry or prose?	Explore the work of Kevork Mourad: make visual notes to collect information in sketchbooks	to develop mark making by varying the tool, hold, pressure, speed, and intention.	to listen to a piece of poetry and think about how the piece evokes colours, lines, shapes and words, and use these	to create imagery which captures the mood of a piece of poetry	to use my mark making skills to create exciting monotypes, combining the process with painting and collage	to share thinking and outcomes with classmates; to listen to their views and respond		Combine the monotype process with painting and collage to make visual poetry zines.
Music	Music Specialist Learn about notation – standard written and others. Use musical terms in relation to music: pitch, tempo, dynamics, texture.	Understand the word ‘pitch’ in relation to music. Be able to recap previous music on standard written notation. Be able to recognise simple patterns in changing pitch on a stave.	Understand the different clefs at the beginning of music and what they mean. Be able to draw them and identify the types of instruments that might use them	Be able to show understanding of the notes on the stave by learning mnemonics for notes on the lines and in the gaps. (for the treble clef)	Be able to read notes on the stave – naming them and recognising the difference in different octaves of the same note	Be able to take notes on the stave and use them to work out the melody line on a glockenspiel.	Recognise what makes a good performance. Record performances and share successes with critical evaluation.		
French	La date (The Date) <i>Links to previous learning: numbers</i>	say the 7 days of the week in French	say the 12 months of the year in French	say numbers 1-31 in French	ask and answer the question ‘Quelle est la date aujourd’hui?’ (What is the date today?)	ask and answer the question ‘C’est quand ton anniversaire?’ (When is your birthday?)			Children will have the knowledge and skills to say the date and when their birthday is in French.
RE: Christianity 	Children will learn to understand what it means if God is Holy and Loving. <i>Links to previous learning: Year 1, GOD: What do Christians believe God is Like?</i>	What do people expect from a god? to understand the key qualities of a God 	How is God represented in the Bible? to identify what Christians, believe about God, using a selection of Bible texts 	How do Christians worship God? to understand how Christians, use music to emphasise the idea of God’s holiness and/or love 	What do cathedrals show about what Christians believe about God? to understand how different parts of a cathedral show what Christians believe about God 	What do Christians believe about what God is like? to interpret a bible passage about what God hates about the world 	How do Christians show that God is loving and holy? to understand why Christians believe their God to be both holy and loving 		Children will be able to explain and understand what it means if God is Holy and Loving.
RHSE	Children will learn about why people care and the different ways in which it can be done.	To explore care needs and how these change in our lives	To understand the impact of loneliness and isolation	To explore ways to get involved in the community and the benefits this can offer					Children will be able to explain how our care needs change and the effects of loneliness and isolation and ways in which we can show care in the community.
E-Safety		Search for Skills To understand the internet is a valuable tool for learning new skills	Skill Sharing Learning and sharing knowledge on the internet	Facts or Fiction To describe how information found online can be used	Digital Dilemmas Acting honestly online why digital integrity matters				

				to make judgements about individuals.					
PE and sport	Health Related Exercise NC PE2/1.1f R.PE COG: Health & fitness FUNS: - Seated balance (Unit 4) - floor work (Unit 4)	use the correct technique in a variety of circuit exercises	understand the core muscles of the body and their importance use the correct techniques in a range of exercise aimed to strengthen the core muscles	understand the muscles in the arms and legs and their importance use the correct techniques in a range of exercise aimed to strengthen the muscles in the arms and legs	use the correct technique in a variety of circuit exercises and improve on previous results	understand the importance of cardiovascular training	use the correct technique in a variety of circuit exercises and improve on previous results		To understand the importance of the muscle groups and to improve their techniques in a range of exercises that use these muscles, and improve on initial performances.
PE and sport	Orienteering OAA NC PE2/1.1e NC Focus: PE2/1.1e take part in outdoor and adventurous activity challenges both individually and within a team	To be able to give and to follow multi step instructions	To be able to transfer information from map to ground	To be able to recognise features and symbols on a map	To be able to orientate and thumb the map to follow a course	To be able to plan and follow a short loop course.	To be able to plan the most efficient route so the course is completed in the quickest time.		To be able to work together in small groups to complete outdoor challenges, developing problem-solving and map reading skills
Reading Opportunities		