









| Chacewater School LEAP Curriculum – Half Term Sequencing – Wider Curriculum | | | | | | | | | |
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| Class: Mighty Oaks Year 6 | | Curriculum Theme: Tale of Two Cities Curriculum Driver:Geography – <u>European Region Study France</u> London (Greater London)/ Paris (Île-de-France) Place based study/ place knowledge English Driver: Heroes and Leaders - Inspirational Women | | | | | | | 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 | Compare and contrast London to Paris– human and physical geography of France/UK. Prior Knowledge: Y4 Rivers / Mountains | What are time zones?  | Map Skills 8 figure compass 6 figure grid reference  | Where is Europe and what are its countries like?  | Identify mountain ranges within France and compare them to Britain. Topography: ground relief  | Which river and seas are closest to London/Paris? Topography: drainage  | What attracts tourists to Paris? London?  Thematic mapping: population /climate | How does the city of Truro compare to London and Paris? Fieldwork: observe and record the human and physical features in the local area   | Presentation: What are the key similarities and differences between Paris and London? Why? Would you rather live in Paris or London? Explain |
| Computing | 3D modelling Recognise that you can work in 3D on the computer | add, view and move 3D objects | modify 3D objecting (resizing, lowering/lifting and recolouring) | rotate, duplicate and group 3D objects to make a name badge | Introduction to Tinkercad - make a desk tidy combining a number of 3D objects | learn how computer based 3D design is used in architecture - plan own 3D building design | create a 3D model of the building designed | | Develop and improve a digital 3D model of a building, making links with jobs in the real world - architecture |
| DT | Food - celebrating culture Design and make bread for a Londoner or Parisian Prior Knowledge: healthy and varied diet, food hygiene, measuring and mixing skills | Select a range of breads and taste test. Evaluate What is the impact of added ingredients/finishes /shapes on the finished product? | Know what ingredients are needed to make bread - which have been sourced locally, in the UK, overseas? | Make a basic bread recipe to practise techniques: measuring, mixing, kneading | Design own bread for a Londoner or Parsian. Which ingredient could be changed? How would a change in shape make an impact? | Make own bread following design | Evaluate breads: taste texture smell appearance | | Make French or English bread to compare - which is your favourite and why? |
| RE | Christianity 2.3 PEOPLE OF GOD: How can following God bring freedom and Justice? Prior Knowledge: Y3 2.2 PEOPLE OF GOD: What is it like to follow God? | Explore the story of Moses. Identify the suffering and hardship that the Hebrews went through yet remained faithful | The Ten Plagues Identify themes: freedom, suffering, leadership, obedience | Was Moses a good leader? Why did God choose him? | Ten Commandments Write 10 rules for living - what can we all do to bring greater freedom and justice? | 5 Marks of Mission: Tell, Teach, Tend, Transform, Treasure - what actions might Chrsitains do to fulfil them? | How to Chrsitains beliefs about freedom and justice affect the world today? | | Understand the wider concept of freedom and justice and the impact on our world today? Do we all have freedom and justice? |

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| RHSE | <p>Healthy Body & Healthy Mind</p> <p>Being the Best Me</p> <p>explore how best to take care of our bodies and minds to feel good about ourselves.</p> | describe self-respect | explain how self-respect can affect our mental health and wellbeing. | describe how the internet and social media can affect personal wellbeing | explain where and how to get help if we feel worried about or affected by something we have seen online. | explain what we mean by mental health | describe some symptoms of mental ill health and identify some sources of help | | Describe some ways to look after our mental health Identify the 5 steps to well-being . |
| PE | Bikeability | External provider | | | | | | | Develop skills to be able to ride a bike safely. |
| | Striking & Fielding Builds on Y3/4 striking and fielding. | <p>develop techniques for bowling a tennis ball underarm</p> <p>develop techniques for batting with a rounders bat</p> | send and receive an overarm throw over a large distance when fielding | Understand the role of a backstop Respond quickly and with accurate passing | develop strategies and use tactics as a team to beat their opposition: deep fielding (long barrier) | use a range of strategies and tactics as a team for different scenarios | use and apply batting, bowling and fielding skills to play a simple rounders game | | Develop techniques to strike a ball with a bat and to field as a team including striking and fielding tactics. |
| French | Weather Quel Temps Fait-il? | Repeat and recognise the vocabulary for weather in French. | Ask what the weather's like today. | Say what the weather's like today | learn how to read a weather map and describe the weather in different parts of the country. | use all the weather information learnt in this unit to be French weather presenters | | | Describe the weather in different regions of France using a weather map with symbol |
| Music | Use a variety of music technology programmes to learn how to manipulate sounds on computers. | Be able to open and access: Online Musical Games – Inside the Orchestra | Use Inside the Orchestra to be able to further understand and identify the instruments of the orchestra. | Use Inside the Orchestra to be able to further understand the musical concepts of dynamics, pitch and tempo. | Use Inside the Orchestra to be able to understand which instrument might be good to learn in the future. | Use Inside the Orchestra to be able to compose and use expression in those compositions. | Know about other musical resources that are online and available for further composition to those interested. Discuss programmes already accessed and share knowledge. | | |
| Reading Opportunities. | |   | | | | | | | |